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ABSTRACT

The primary purpose of this pilot study was to determine the probable effect newly proposed state-level sex education legislation would have on parental opposition to sex education programs in the public schools of Illinois. In Illinois, legislation would allow parents (or guardians) to inspect sex education curriculum materials and withhold the attendance of their child at sex education programs. Parents of public elementary grade school children residing in a rural, predominantly white community of 10,000, which had no formal sex education programming in its public elementary grade school system, were surveyed by telephone. Five survey questions were utilized for the study and hypotheses were formulated for two of the questions. It was hypothesized that (1) the majority of parents would respond negatively to the provision of sex education prior to the junior high level, and (2) the majority of parents indicating opposition to sex education in the elementary grades would no longer oppose such a program after being informed of the provisions of the new Illinois sex education legislation. Although the first hypothesis was denied, the second hypothesis was affirmed. Results are discussed and conclusions, implications and recommendations for further study are offered. Related materials, including the texts of proposed sex education legislation, are appended. (Author/RH)

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PARENTAL OPPOSITION TO SEX EDUCATION AND A PROPOSED LEGISLATIVE SOLUTION: RURAL ILLINOIS

by

Richard J. Ruffini

BA; BA, Southern Illinois University, 1977

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THOUGHT

I lose my respect for the man who can make the mystery of sex the subject of a coarse jest, yet when you speak earnestly and seriously on the subject, is silent.

Henry David Thoreau

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CHAPTER I

INTRODUCTION

In the decade of the 70's, teenage and pre-teenage[1] pregnancies in the U.S. alarmingly reached an epidemic proportion (11 Million Teenagers, Note 1). The known sexual activity for Illinois youth reflected the national increase, as well (Fact Sheet, Note 2). However, though teenagers were sexually active, countless hours of adolescent research and school interviews continually unveiled that the teenager was and is quite uninformed or grossly misinformed concerning sexual matters and human sexuality (Carrera, 1976; Gagnon & Simon, 1969; Hale & Philliber, 1978; Paonessa & Paonessa, 1971; Shirreffs & Dezelsky, 1979); clinical examinations revealed that epidemic proportions were also reached in venereal diseases (Sinacore, 1978). As Furstenburg (1976) found:

> An important research discovery is that many younger, sexually active adolescents have inadequate information about sex and may not be aware that intercourse and becoming pregnant, for example, are related. Knowledge about contraception is also often superficial, incorrect, and prone to rumor and misinformation. (p. 172)

The five major sources of sexual information for youth are church, media, parents, peers, and school (listed alphabetically). Of these five, the two which should have the least input, at least initially, in providing sexual knowledge and understanding for the child-adolescent — media and peers[2] — too often have the most (Carrera, 1976; Gagnon & Simon, 1969; Gebhard, 1977; Pietrofesa & Pietrofesa, 1976; Shirreffs & Dezelsky, 1979; Thornburg, 1974). Historically, the

role and responsibility for conveying sexual knowledge to the developing child-adolescent, which is still agreed upon by the vast majority of researchers, educators, clergy, parents, and children, alike, are the parents. The church and the school can and should be regarded as helpful and worthwhile secondary sources, but not the primary source(s); the media and peers should have an even lesser role (van Emde Boas, 1980; Gilbert & Bailis, 1980; Koblinsky, Atkinson, & Davis, 1980; Narramore, 1958, p. 26; Ratner, 1974; Schulz & Williams, 1969, p. vi; Whitney, 1979; Wilke & Wilke, 1964, p. 11). Although this scenario is strongly supported in theory, all parties involved realize that the actual transmitting of sexual knowledge and understanding, in a formal[3] manner, is greatly lacking in the home; furthermore, when parental attempts are made, they are many times hampered by embarrassment, poor communicative ties between one or more parties, not enough information, or too much misinformation. Therefore, even when formal sex education is attempted by the most well-meaning of parents, it too often becomes a case of "the relatively blind leading the relatively blind" (Haims, 1973, p. 29; Lennon, 1972; Schulz & Williams, 1969, p. i; Walsh, 1972). As Homel (1973) concludes: "Most often the adults of the community are greatly lacking in knowledgeable sex education because they have learned in the same manner as the children: through myth, media, and experiential means."

With the parental source of sex education lacking, parents, health officials, and the community, in general, turned to the schools as the logical candidate; after all, school is the recognized institution for formal instruction, and attendance is compulsory for a significant

number of years. However, this created a unique problem: Though the responsibility for sound, comprehensive, formal sex education then lay with the school, the parents and the community often opposed the intimate and sensitive topics discussed, the materials used, the instructional competency and emotional maturity of the teacher, and the overall values being conveyed. The age at which the children would begin receiving sex education was many times an issue, as well. As one educator (Strawn, 1978) entitled the "CATH 22" situation, "Sex Education and the Schools or Whatever You Do Is Wrong."

In an effort to ameliorate this dilemma many schools, school districts, and entire states have promulgated parental perusal of the sex education materials and methods to be used in the classroom and/or non-mandatory attendance for the student. Legislators, educators, health officials, and parents have found this method of community inspection and involvement to be highly beneficial in promoting parent-school cooperation in the teaching of sex education (Burleson, 1976; Cook, 1971, pp. 258-264; Kellogg, 1975, pp. 17-21; Weiland, 1969). In this manner, the responsibility for sex education is more equitably promoted among parents, the school, and the greater community as communication in the schools facilitates communication in the home, thus realizing the ultimate goal -- more accessible and legitimate sex education for the youth (Barrett, 1979; Jacobson, 1976; Looft, 1971; Saxon, 1976). As Gordon (1974) states: "Clearly the responsibility for sex education must be shared by parents and social services in the community, as well as the schools."

In Illinois, newly proposed state-level legislation would allow

parents (or guardians)[4] to peruse the sex education materials to be used prior to the child's matriculation, and reserve the right to withhold the attendance of the child. This legislation was the concern of this study.

Purpose of the Study

The primary purpose of this (pilot) study was to determine the probable effect newly proposed state-level sex education legislation would have on parental opposition to sex education programs in the public schools in Illinois. (More detail concerning the newly proposed legislation and present sex education in Illinois can be found in Chapter II and Appendix A.)

Potential Research Gains

The potential research gains from this study appeared to be five fold:

1. The effect such legislation would have on parents in a rural community where there is no (formal) sex education program in the public schools.

2. From the results gained, the probable effect this legislation would have on parents in greater rural Illinois and the subsequent sex education programs.

3. From the results gained, the probable effect this legislation would have on parents in metropolitan Illinois and the subsequent sex education programs.

4. In general, the impact and the viability the newly proposed sex education legislation would have for parents and sex education programs

in Illinois.

5. From the results gained, whether or not legislators would have to likely revise the proposed legislation and its provisions or be able to pass it as law, at least according to their constituents' (parents-guardians) reactions to it.

Hypothesis

The assumptions to be examined were twofold. It was hypothesized that:

1. The majority of parents would answer negatively ("No") to sex education below the junior high level (Question #3).

2. The majority of parents answering negatively ("No") to Question #3 would answer positively ("Yes") to sex education below the junior high level after being informed of the new Illinois sex education legislation and its provisions (Question #4). (More detail on the assumptions of the hypothesis and the affirmation-denial can be found in Chapter IV.)

Limitations

The greatest limitations in this study would appear to be the number and locale of the sample population. (The unknown possibility of error, common to purposive sampling, must be considered a limitation, as well, Compton & Hall, 1972, p. 197.) Since this was a pilot study concerning the newly proposed legislation, the intent and scope was not designed to be comprehensive in surveying Illinois parents whose children attend public elementary schools. Further studies which would involve a greater and more diversely located population could easily

evolve from this one.

It does not, however, appear to be a limitation within this study that more specific parental demographic factors were needed, e.g., age, specific protestant affiliation, socioeconomic factors, or educational levels, since the legislation examined by this study would apply to the sample population regardless of these additional demographics. These demographic factors could serve useful, though, in determining a social pattern for participants answering negatively to the proposed legislation in future studies. It could also be beneficial in future studies to inquire as to the residential origin of the participants ans/or the number of years at the present residence; this could indicate a participant's individual ideology concerning sex education atypical to the greater sample population.

Generalizability

In view of the empirical response, supported through the related literature, it would seem probable that the results of this study could be generalized via a projected population statistic (Compton & Hall, 1972, pp. 192-197; Cornell, 1960, pp. 1181-1184; Wright, 1976, p. 310) for Illinois parents having children in elementary public schooling, grades K-6. Further studies, as suggested, however, involving rural and metropolitan participants, would decrease the chance of extrapolation in projecting beyond this study's results.

CHAPTER II

RELATED LITERATURE

The material in this chapter has been chosen for presentation because it appeared highly relevant to the study undertaken. The presentation is made under five headings. These headings are: (1) the teenage-pre-teenage pregnancy epidemic: nationally and in Illinois, (2) sex education lacking in the home, (3) parental concerns and resistance to sex education in school, (4) sex education in Illinois, and (5) newly proposed sex education legislation in Illinois.

The Teenage-Pre-Teenage Pregnancy Epidemic: Nationally and in Illinois

The decade of the seventies ushered in many new awarenesses and lifestyles; most of these "new ways of living" emphasized one's "freedom of expression" and were many times considered revolutionary by society as a whole. One such revolutionary expression of this newfound freedom that began in the sixties and felt abundant growth in the seventies was the sexual revolution; this was especially true among the youth. It was not so much that sexual activities involving youth were being engaged in more frequently, but that the attitudes among youth concerning sexual activity were rapidly changing. As Ellis and Rubin state:

> As a result of this revolution, our (young) people are not necessarily engaging in considerably more overt non-marital acts than they did in previous years, but they are leading unconventional sex lives with much less shame, guilt, and self-deprecation than they ever did at any other time in

American history (Ellis, 1968).

> Teenagers are strongly influenced by their desire to conform with the behavior of the teen-age subculture, or at least with the popular image of that subculture. There is a danger that many teen-agers, fed a steady diet of the "sexual revolution," will come to feel that they are in some way unusual if they have not had sexual intercourse (Rubin, 1968, p. 31).

In the seventies, the effects of youth not wanting to feel "unusual" became an epidemic health problem: The United States came to be ranked fifth (among the world's industrialized countries) for its teenage pregnancy rate ("Teenage Pregnancy Epidemic," 1977; Thompson, 1979; 11 Million Teenagers, Note 1). Broken down, the national figures on adolescent sexual activity in the seventies become even more disturbing (Gelman, Weathers, Whitman, Abramson, Maitland, & Copeland, 1980; "Teenage Pregnancy Epidemic," 1977; Thompson, 19[illegible]; 11 Million Teenagers, Note 1; Adolescent Perinatal Health, Note 3; Nye, Note 4):

- -over one million girls, ages 15-19 -- one out of every ten -- became pregnant each year.
- -400,000 girls under 17 years of age became pregnant each year; 247,000 births were to girls 17 years of age and younger.
- -30,000 girls, 14 years of age and under, became pregnant each year; 13,000 births were to girls 14 years of age and younger.
- -608,000 -- one-fifth -- of all U.S. births were to teenagers; between 1961 and 1974 out-of-wedlock childbearing increased by 33% among 18-19-year-olds, and by 75% among 14-17-year-olds; 40% of the 482,000 pregnancies that occurred to married teenagers were unintended.
- -all in all, 667,000 unintended pregnancies and 300,000 unintended births occurred each year to girls 15-19 years of age, and while figures are not available for the 30,000 pregnancies and 13,000 births to girls 14 years of age and younger, it is conjectured that the number of intended births must by very small.

Traditionally, the sexual activity of youth, and even more so, youthful pregnancy and birth, has been portrayed as principally affect-

ing minorities and the poor. Recent evidence, however, suggests that pregnancy and birth among higher income, non-minority youth is just as probable: Among the predominately white, middle class teenagers in one midwestern city, the proportions of 14-year-olds who had experienced intercourse grew from 10% in 1971 to 17% in 1973 (11 Million Teenagers, Note 1). And as a plethora of literature indicates, youthful pregnancy and/or birth involves a myriad of problems for the fetus, the child, the mother, the father, the couple, the immediate family, extended family, community, etc. One author (Campbell, 1968) has succinctly described the probable path for the teenage mother:

> The timing of the first birth is of crucial strategic importance in the lives of young women, because the need to take care of a baby limits severely their ability to take advantage of opportunities that might have changed their lives for the better. In this regard, the problems posed by births to unmarried women are especially serious. The girl who has an illegitimate child at the age of 16 suddenly has 90 percent of her life's script written for her. She will probably drop out of school; even if someone else in her family helps to take care of the baby, she will probably not be able to find a steady job that pays enough to provide for herself and her child; she may feel impelled to marry someone she might not otherwise have chosen. Her life choices are few, and most of them are bad. Had she been able to delay the first child, her prospects might have been quite different, assuming that she would have had opportunities to continue her education, improve her vocational skills, find a job, marry someone she wanted to marry, and have a child when she and her husband were ready for it. Also, the child would have been born under quite different circumstances and might have grown up in a stable family environment.

In Illinois the known sexual activity of youth in the seventies reflected the national figures ("Fact Sheet," Note 2):

-29,283 girls, ages 15-19, gave birth in Illinois in 1977; 15,274 (52.1%) were premarital.

-602 girls, ages 10-14, gave birth in Illinois in 1977; 572 (95%) were premarital.

-17,797 girls, ages 15-19, who gave birth in Illinois in 1977

did so in the six county area of metropolitan Chicago; 11,268 (63.3%) were premarital.

-429 girls, ages 10-14, who gave birth in Illinois in 1977 did so in the six county area of metropolitan Chicago; 420 (97.7%) were premarital.

-11,659 girls, ages 10-19, gave birth throughout Illinois, excluding Chicago, in 1977.

-17,884 girls, ages 10-19, had abortions in Illinois in 1977.

As Daniel Callahan, Director of the Institute of Society, Ethics and the Life Sciences, has stated, "One of the main difficulties of being a teenager is sex -- at once a great discovery, a great mess, a great pleasure, a great frustration, and an all around great muddle" (11 Million Teenagers, Note 1). As evidenced by the figures, youth would benefit through a greater understanding of human sexuality. But where would they turn? Home does not seem to be the answer.

Sex Education Lacking in the Home

It is generally agreed that the youth of the seventies, the eighties, and in the future have been and will continue to mature sexually and psychosocially at a much greater rate than what their parents did:

> There exists a social puberty today which precedes the physiological puberty known to most twelve to fourteen-year-olds. Social puberty may be defined in this sense as the direct involvement with individuals of the opposite sex in some manner prior to the developmental physiological basis for such interaction (thornburg, 1974).
>
> American youth are stimulated and titillated by sexual material much earlier than youngsters were just a decade ago (Pietrofesa & Pietrofesa, 1976).
>
> Menarche and reproductive maturity occur earlier now, probably as a result of better nutrition and all around better health care (Goldsmith, 1976).

It is known that U.S. females today reach menarche one-and-a-half years earlier than they did in 1905; the average age at onset is

now 12.8 years with 92% of all 14-year-olds having experienced menstruation -- Weiss (1974) records this dilemma of 12-year-old women in children's bodies in an accurately entitled article, "Clash Between Culture and Biology: Earlier Menstruation, Longer Adolescence." It is the songwriter Bob Dylan (1966), though, who perhaps best describes this dilemma for the adolescent female:

> Ah, you fake just like a woman, yes, you do
> You make love just like a woman, yes, you do
> Then you ache just like a woman
> But you break just like a little girl.

The dilemma of sexual puberty without sexual understanding does not exist or originate solely with the youth, however; it also lies in the fact that many parents are not aware of the early onset of puberty or of the increase in early sexual activity of both boys and girls (Strawn, 1978). Furthermore, it lies in the fact that, for one reason or another -- fear, ignorance, deemed unnecessary or immoral -- the parents of our young people are not talking with their children about human sexuality:

> I bought one of those introductory kits the napkin companies put out for when your daughter is getting ready to have her first period. I wanted to give it to my eleven-year-old before her time comes. I've had it hiding under the stuff in my dresser drawer for three months now. I don't even know why, but I just can't bring myself to do it, even though I know she'll need it soon (Brown, Note 5).
>
> I'm 12 and starting seventh grade. I keep asking my mother to tell me about the birds and bees but she just laughs and says, "Oh, birds fly and bees buzz." I've learned some things in school and from friends but not enough. What shall I do? (Lennon, 1972)
>
> When next the same class of fifth graders met with their Family Living teacher, one girl said sheepishly, "Some of our mothers are kind of upset because we've been talking about sex in here with you."
>
> "I know," said the teacher. "But how do you people feel about it? Do you agree that we shouldn't talk about sex?"

"Oh, no!" exclaimed the girl. "We should talk about it in here. We have to learn about sex somewhere."

"She's right," one of the boys agreed. "If we don't learn about it from you, we'll find out about it the wrong way -- like from other kids who don't know any more about it than we do."

"But what about your parents?" the teacher asked. "Couldn't you have asked them the same questions you asked me?"

"Are you kidding! My parents would kill me if I tried to talk to them about sex!" (Uslander & Weiss, 1980)

Dear Dr. Mary S. Calderone:

Please help me. I have a serious problem. I am 15 years old--going into the 10th grade and have never been told the facts of life. My mother and father refuse to talk about sex. I've asked my mother hundred (sic) of time (sic) if she'd sit down and explain to me how I was born, why I have my menstrual period and stuff like that. She won't answer--always make (sic) up excuses or say (sic) I'll learn as I get older. Just because her mother didn't tell her she thinks she shouldn't tell me. She had older sisters--I don't. I'm awfully scared that I'll get pregnant and worse (sic) of all I don't know how. I have tryed (sic) to learn by myself--but its (sic) very hard in today's society. I tryed (sic) reading books or magazine articles but they're filled with grown-up vocabulary--impossible to understand. I spend half the time looking words up in the dictionary and getting all mixed up. I do have some ideas on sex but I want to get them straight. What am I supposed to do? Would you please tell me the honest truth about sex? You are a doctor and I know you can do it. Please, this is very important to me. I know there are thousands of kids like me--trying to find out where they came from, etc. My turn has finally come up. I'll never forget you for this. I hope you won't let me down. Thanks alot (sic). G--L-- (Schulz & Williams, 1969)

The irony of the parental inability to discuss human sexuality with the youth, is that the vast majority of researchers, educators, children, and parents, alike, agree that it is the primary responsibility of the parent(s) to do so (van Emde Boas, 1980; Gebhard, 1977; Gilbert & Bailis, 1980; Kilander, 1970, p. 218; Kohlinsky et al., 1980; Paonessa & Paonessa, 1971; Schulz & Williams, 1969; Walsh, 1972; Whitney, 1979). The majority opinion among U.S. clergy, as well, is that the parents should hold the primary responsibility for (formal) sex education of their children (Craig & Middleton, 1977; Narramore,

1958; Ratner, 1974; Wilke & Wilke, 1964). Furthermore, interviews with parents have indicated feelings of guilt and failure which many parents experience for not disclosing more about sexuality (Kirkendall, 1970b, pp. 40-42); also, most parents assume that in the absence of (formal) sex education in the home, no sex education takes place. This assumption is very misleading as volumes of research support the fact that children learn in the home from parental attitudes, conversations, and reactions; therefore, whether the topic is sexuality or any other, children are constantly receiving stimuli, assimilating knowledge, and forming attitudes, ideas, and opinions. Too many times young minds do this in a faulty manner; without correct explicit instruction, that faulty information can easily remain distorted (Cashman, 1980; van Emde Boas, 1980; Haims, 1973, p. 29; Kirkendall, 1970c, pp. 25-29; Roberts, 1980; Tebbel, 1976; Brown, Note 5).

> Nancy, age 10, is afraid she is being molested when her history teacher puts his hand on her shoulder or brushes against her. She has been warned in a vague way not to let anyone touch her body, and now she isn't quite sure what actually constitutes "touching."
>
> Ted, the same age, has overheard his parents talking about a youth leader who made "homosexual advances" toward members of his group. Now Ted wonders what a homosexual is, and he would like to know exactly what the youth leader did to the boys. He is also concerned because he doesn't like sports, and another boy once called him a "homo." Sometimes he can't sleep at night because it bothers him so much.
>
> Susan and Bill read the headlines that say, "Test-tube baby born in England." Both visualize a fully formed baby in a laboratory test tube. When they attempt to read the article explaining the headline, it is written in such technical terms that they remain uninformed and their original misconceptions persist, accompanied by the fear that perhaps <u>their</u> children will be such laboratory specimens.
>
> Tim, at age 12, catches a glimpse in a magazine of "before and after" pictures of a male-to-female transsexual--showing the resultant full-breasted figure of a woman. Now he worries because his prepubertal breasts are enlarged and tender. His voice, too,

> sounds strange to his ears. Is he turning into a woman like the man in the picture? These same emotions are felt by the girl of the same age, who suddenly notices dark hair on her upper lip and on her arms and legs. Why does she look so much like a man? What's happening to her?
>
> With the advent of cable television, youngsters are now able to view movies with R ratings within their homes. Nine-year-old Sally, who recently saw the unedited version of "Saturday Night Fever" in her living room, would like to know what the two teenagers were doing in the back seat of the car, and what a "blow job" is (Uslander & Weiss, 1980).

Even for those parents who do disclose sexual information, in the most well-meaning manner, too often, their sexual knowledge is as misinformed and lacking as is their childrens' (Homel, 1973). As the Report of the President's Commission on Obscenity and Pornography (1970) states:

> Failure to talk openly and directly about sex has several consequences. It overemphasizes sex, gives it a magical, nonnatural quality, making it more attractive and fascinating. It diverts the expression of sexual interest out of more legitimate channels, into less legitimate channels. Such failure makes teaching children and adults to be fully and functioning sexual adults a more difficult task. And it dogs legitimate channels for transmitting sexual information and forces people to use clandestine and unreliable sources. (p. 53)

With sexual education lacking in the home most youth turn to the two major outlets of highly distorted, illegitimate sexual information: media and peers. These sources of sexual information are realized for what they are — very poor — by the majority of parents, educators, researchers, health officials, clergy, and even the youth (Carrera, 1976; Gagnon & Simon, 1969; Gelman et al., 1980; Pietrofesa & Pietrofesa, 1976; Shirreffs & Dezelsky, 1979; Thornburg, 1974; Wilke & Wilke, 1964, p. 13; Corder-Bolz & Cox, Note 6). However, as poor as they are, they are very accessible. As Calderone (1968) reports:

> Our children and their friends are not living and growing up in the same world as their parents did; they are bombarded daily with media and where sex is so openly flaunted — bill-boards,

> T.V., advertising, movies, even in the "nice" magazines. They are the first generation to grow up with television; by the age of 18 the child has spent more time in front of the T.V. than in school and heavy sexual themes prevail on T.V. It is so important for the developing child of today to have a correct, positive approach to human sexuality and not the negative or distorted one promulgated on T.V. and through the other media sources. In the past outside influences did not imbue the home as they do today. (pp. 59-64)

The church, as one of the five outlets for sexual information, has most often taken the position in contemporary times that it can and should be an important secondary source, but not the primary, again, believing that that is the role and responsibility of the parents (Craig & Middleton, 1977; Huffman, 1969; Narramore, 1958; Ratner, 1974; Wilke & Wilke, 1964). As Huffman (1969) stated in Christianity Today, "Few churches are equipped or willing to initiate major sex education programs. And most youths ... do not attend any one church regularly enough to receive adequate instruction."

Since the sexual discussion at home was most often lacking (or at best, poor); the media and peers only promoting and reinforcing distorted, illegitimate sexuality; and the church, in most part, feeling uninfluential and unprepared, the logical candidate for the mainstay of human sexuality for the developing youth became the school. This, however, created a multitude of problems because even though the school had been given the responsibility of sex education, and even though the school was the recognized institution for formal instruction, parents were unsure as to the school's ability or willingness to reinforce parental values regarding sex (Strawn, 1978). Parents raised many questions, concerns, and resistances to sex education in the school.

Parental Concerns and Resistance to Sex Education in School

Historically, the following areas of parental concern and resistance have been raised; though there are certainly more, those here dealt with seemed the most pertinent to this study. The areas are not listed in any ranked order as each can be and has been of a greater importance than others to different parents or parent groups relative to their community and their individual concerns and preferences. The six areas are:

1. The Lack of Confidence in the Teacher's Knowledge and Demeanor
2. The Subject Areas to be Covered
3. The Content of the Materials to be Used
4. The Values Taught
5. The Promoting of an Unwholesome Curiosity
6. The Age at Which to Begin and Gender Integrated Classes

The Lack of Confidence in the Teacher's Knowledge and Demeanor

A lack of confidence in a teacher's expertise and/or teaching manner (involving many different subjects) has long been raised by many parents; when the knowledge and teaching style involve human sexuality, however, the entire issue tends to become more volatile (Langway, Lord, Agrest, & Whitman, 1980; Ohles, 1974). Parental skepticism ranges from the outright inquiries regarding the teacher's skill level in presenting the material to "loaded" questions concerning the teacher's age, marital status, and desire for wanting to teach sex education in the first place (Clawar, 1977; Dearth, 1974). Clawar (1977) found that parents believe teachers who are "too young" may

tend to be more of a liability than older teachers: Parents trust teachers closer to their own age, regardless of training and fear that younger teachers may use sex education courses as a platform for their own ideals and even that sexual exploitation may occur when young teachers are involved. These concerns continue to exist despite the fact that other parental interviews and research have concluded that parents (and students) minimize the qualifications of age, sex, and marital status of the sex education instructor (Conley & Haff, 1974). Furthermore, the most important personality characteristic for an instructor of sex education from the Conley and Haff study (1974), held by the parents (and the students), was the ability to talk freely and naturely without embarrassment.

The Subject Areas to be Covered

When and where the parental "go ahead" has been secured by sex education programs, there have many times been severe teaching restrictions placed on what has been dubbed by educators as the "Big Four": abortion, contraception, masturbation, and homosexuality (Langway et al., 1980). Incest, too, is a topic which is silenced in most sex education classes, yet, it is on a steady increase involving younger children (Justice & Justice, 1979, pp. 15-21). Research with children and adolescents, however, has revealed that many of the topics deemed filthy and repugnant for young ears by adults is what most young people do desire to learn about (Shirreffs & Dezelsky, 1979). Furthermore, it is what young people need to learn about since it is these types of topics with which they are inundated in the locker rooms, on the streets, and through the media (Gagnon & Simon, 1969).

The Content of the Materials Used

Too often sex education on the elementary level is only comprised of the "plumbing aspects" of human biology or the mechanics of reproduction as many parents (and educators) believe that it is too threatening and/or harmful to talk about values and responsibilities (Langway et al., 1980) and that if sex education programs progress beyond the "fundamentals," they may end up as "how to" courses that teach sexual techniques right in the classroom (Clawar, 1977). However, a viewpoint of this nature severely limits an understanding of what the youth already know or think that they know and the opportunity for them to learn more about the nature of interpersonal relationships, sexually and otherwise.

> When we only inform our youngsters that they will experience biologic change -- menarche and thorarche -- we completely miss the important fact that they will view themselves differently and be viewed differently by others, as well (Mooney, 1974).
>
> We must realize that the overstressing of the biological aspects of sexuality leads to an underestimating of the emotional and relational aspects -- that the stem "co" in coitus means "together": being together, belonging together, becoming one and thus presupposes an intimate relationship (van Emde Boas, 1980).
>
> Youngsters, today, when confronted with sex education which only presents biologic information and the two reasons to not fool around -- pregnancy and V.D. -- sincerely ask, isn't it okay, though, now that the pill and penecillin are so readily available? (Homel, 1973)
>
> Sex education today must emphasize and interrelate the psychological, physical, intimate, social-value, attitudinal aspects of human sexuality and not just the biologic and anatomical in academic terms; it must be a core part of the curriculum along with the 3R's and the "how to" of personal and social relating (Kirkendall, 1972; Lowing, 1971; Scales, 1979).

Perhaps, though, the need for a more complete and relevant content in elementary sex education has best been stated by one Seattle youth, "They taught me about all the body parts, I knew all the body parts; I grew up with four girls. But what is sex?" (Langway et al., 1980).

And again, as expressed by the students themselves, "sex education should include biology, psychology, religion, and morals" (Shirreffs & Dezelsky, 1979). After all, the complete (exaggerated and over emphasized) content is offered in the locker rooms, on the streets, and through the media (Gagnon & Simon, 1969).

The Values Taught

For many parents no other area involving elementary level human sexuality is as complex or as potentially volatile as is the area of values. Some parents fear that a cold-blooded permissive context, with "hidden persuaders" and a tacit approval, which leaves their children alone to decide what is right and what is wrong will prevail in sex education classes (Hottois & Milner, 1975, pp. 3-5; Hoyman, 1974). Others object to what they perceive as an intrusion on the family's role or a threat to their religious beliefs (Langway et al., 1980), while still other parents question the moral integrity and character of the individual instructor (Clawar, 1977; Conley & Haff, 1974; Strawn, 1978).

Whether sex education is taught in the streets or in the schools, the question of conveyed values should, and will, continue to be a parental concern since "sexuality is the sort of abstraction that includes the question of right or wrong behavior or, to be even more emphatic, moral or immoral sexual behavior" (Taylor, 1970). Gagnon & Simon (1969) have found, however, that even though parents are skeptical and cautious of the values conveyed in school sex education, they are much less leery than of those sexual values conveyed in the locker

rooms, on the streets, or through the media.

The Promoting of an Unwholesome Curiosity

Many parents fear that discussing human sexuality in the classroom will give rise to an unwholesome curiosity which will lead young people into sexual experimentation (Clawar, 1977; Hoyman, 1974; Langway et al., 1980; Scales, 1978). Studies have shown, however, that a larger percentage of youth, receiving well taught formal sex education, experience initial intercourse at a later age than those youth not having the exposure and that these youth, in general, are more responsible regarding sexual matters (Brody, Ottey, & Lagrande, 1976; Spanier, 1976). As Kirkendall (1970a) has stated:

> Many parents dispprove of sex education, fearing it will create morbid cuiosity. They seemingly expect sex education to produce an orgy of reckless experimentation. THERE IS NO EVIDENCE THAT THIS BELIEF IS CORRECT. Sex can be and often is talked about in an exciting and stimulating way. Adults remember such experiences and pin this label "exciting and stimulating" on all sex education. The key to the whole situation, though, is not the information itself BUT IN THE WAY IN WHICH IT IS GIVEN. (pp. 30-32)

The Age at Which to Begin and Gender Integrated Classes

Though many parents associate the topic of sex education with adolescence, it has been found that more sex-related questions are asked by young children than from those in upper age groups (Koblinsky et al., 1980); research has shown children as young as 3 are curious, ready, and capable of learning accurate concepts of human reproduction (Moore & Kendall, 1971). It has also been established that the prime years for sexual education are between ages 5 and 12 (Calderone, 1979; Peltz, 1977; Solnit, 1977); therefore, many educators believe that

formal sex education should begin in kindergarten and extend through the twelfth grade (Broderick & Bernard, 1969; Calderone, 1968, pp. 59-64; Levy, 1968, pp. 71-74; Lindquist, 1968, pp. 91-99; Zazzaro, 1969). Though many parents oppose such a young age, they do not realize that their children are already being bombarded with sexual information (Calderone, 1979; van Ende Boas, 1980; Haim, 1973); and though many parents believe that elementary children would not have the necessary degree of maturity for sex education (Clawar, 1977), it has also been established that the youth of today would, since they are being exposed to and learning basic facts about sexuality at a much earlier age than what was true for their parents (Gebhard, 1977; Thornburg, 1974). As one educator (Homel, 1973) has stated:

> The youngsters of the elementary grades are aware, to varying degrees, of almost every category of sexual information that adults are aware of.... Many of the concepts we have about sexual attitudes of children are not functions of the need of children, but rather artifacts created by the anxieties of adults.

Closely related to the parental concern of when sex education should begin is the matter of gender integrated classes; though interviews with some parents (and children) have revealed that sex education with boys and girls together should begin formally with the matriculation of school, this still poses a threat to many a parent (Conley & Haff, 1974; Gordon, 1979; Shirreffs & Dezelsky, 1979). One educator (Tatum, 1980), in fact, believes that the most important and beneficial aspect of school sex education might just be the very opportunity for young people to engage in the understanding of human sexuality together:

> Perhaps the most important contribution to the family by public

> school-directed sex education is the opportunity for a family's sons and daughters to engage in serious considerations of sexuality within their peer group. This accomplishes two things: It gets rid of the dishonesty and mythology which young people encounter in school locker rooms and hallways, and it provides feedback and exchange on serious questions and ideas within their own generation.... Communication between the sexes is vitally important.

In summary to this section on Parental Concerns and Resistance to Sex Education in School, the many questions, concerns, and resistances raised by parents, and the substantial body of literature which contrasts those parental beliefs, the following thought by Paul V. Crosbie (1980), Professor of Sociology, seems most appropriate:

> Whether we like it or not, sex education will go on outside the home and outside the church. If it does not go on purposefully in the schools, it will go on haphazardly in the peer group, in the neighborhood, and in the media.... The choice of who will educate our children is ours; let us handle it with care.

Sex Education in Illinois

Sex education in Illinois public schools dates back to the mid 1930's when a formal program of sex education was established as part of a sophomore biology course in Robinson, Illinois (Houdek, 1937); prior to that date an Illinois teacher had been credited for a pamphlet entitled "High Schools and Sex Education" which was published by the U.S. Government Printing Office. The plates for this pamphlet were borrowed by the Illinois State Department of Public Health and thousands of copies were distributed throughout the state (Reed, 1971, p. 18).

In more recent times, the most significant development for sex education in Illinois has been the Illinois Sex Education Act which was passed by the 74th General Assembly and signed into law by Governor

Otto Kerner on August 17, (1965 Policy Statement, 1967, p. 8); this law was considered landmark legislation for a state at that time (Policy Statement, Note7). So advanced and thorough was it, that the state of Hawaii adopted the Illinois policy on sex education as their policy (Cook, 1971, p. 259).

The Act itself was permissive, not mandatory, which meant that final decisions concerning implementation of the Act would be the responsibility of local boards of education (Policy Statement, 1967, p. 8). The Act also established a Division of Sex Education in the Office of the Superintendent of Public Instruction which would: (1) promote and aid in the development of wholesome and comprehensive programs of family life and sex education in Illinois public elementary and secondary schools, (2) establish a library of educational materials which would be available to Illinois schools developing programs of sex education, (3) aid in the establishment of educational programs in the colleges and universities of Illinois for the instruction of prospective teachers in training, and (4) encourage the establishment of teacher workshops and institutes at various district, regional, or county levels for the preservice and in-service preparation of teachers enabling them to more effectively conduct classes in sex education (Policy Statement, 1967, p. 8). These functions and purposes of the Division are still in effect today (Policy Statement, Note 7).

In addition, the Act provided for the establishment of a Sex Education Advisory Board consisting of nine members: five representatives from Illinois State agencies, designated in the Act, and four

members appointed by the Superintendent of Education for representation of the general public. The primary function of the Board was to serve in an advisory capacity to the Illinois State Board of Education and the State Superintendent of Education on the policies and procedures related to the development of comprehensive programs in family life and sex education for Illinois public schools. The specific functions of the Board were twofold:

1. To examine motion pictures, literature, and educational programs; and to recommend criteria in regard to the scope and emphasis of such motion pictures, literature, and educational programs.

2. To make recommendations in regard to policies for distribution of the sex education materials including, but not limited to, the policies relating to the grade levels to which films are to be shown, the age at which such films are first to be received, the frequency of exhibition, and the general method of presentation.

The functions and purposes of the Sex Education Advisory Board are in effect today (Policy Statement, Note 7) as they were originally instituted in 1965 (Policy Statement, 1967, p. 8; Steps Toward Implementing, 1968).

With the Illinois Sex Education Act of 1965 being of a permissive, non-mandatory nature, abuses arose in the implementation of it on the local level. The School Code of Illinois, of which the 1965 Act was and is a part, expressly stated that: (1) all parents or guardians be allowed to examine the instructional materials to be used in sex education courses, (2) the attendance of the child be waived if the parent or guardian submit written objection, and (3) the refusal of the

child's participation in such a course or program was not reason for suspension or expulsion (Policy Statement, Note 7). These rights, however, were many times not made public by local school boards, thus resulting in concerns and resistance that could possibly have been avoided or lessoned had the community been better informed; also, abuses of the Code arose in that some sexual subjects being taught would have been found objectionable by parents had they known more specifically what was being taught in the classroom (Barrett, 1979; "Sex Education Bill," Note 8).

Such oversight and lack of information has often caused school sex education programs to appear (more) threatening and to be held (more) contemptible in the public's eye. In an effort to eliminate such abuses and lessen the concerns and resistance, legislation has been proposed which, if passed, would inform the community, through proclamation on the state level, of the parental rights concerning school sex education programs.

Newly Proposed Sex Education Legislation in Illinois

Three bills introduced in the Illinois legislature in 1979 would, if passed, insure parents the right to peruse all materials to be used in a sex education course, including the teacher's, prior to their child's matriculation; reserve the right to withhold the attendance of the child without the child suffering any penalty; and, more so, promote the possibility of parents meeting with the teacher(s) of sex education courses prior to their child's matriculation in the course or attendance in any certain class period involving outside speakers

(see Appendix A for full information and status of House Bill 680, House Bill 1024, and Senate Bill 1361. Though these bills initiate numerous amendments to the 1965 Sex Education Act, this study was primarily concerned with the aforementioned aspects).

Though the material introduced in this legislation is not a completely new idea for Illinois, the chief sponsor, Illinois House Representative Boucek, believes legislation such as this differs significantly from the present law in that it "spells everything out" through a statewide mandate and not merely at the discretion of the local level, thus giving parents an upfront opportunity to know what is and is not being taught in their childrens' sex education courses ("Sex Education Bill," Note 8). Other lawmakers supporting the move believe it is essential to have parents more involved in the full understanding and teaching of their child's sex education programing; as co-sponsor Representative Betty Hoxsey ("Sex Education Bill," Note 8) has stated:

> In this day and age sex is no secret. The material is there, but parents should play a more active role in its teaching. Two people can present the same material but leave two different impressions on a child. It's the approach of a teacher that makes sex clean or dirty. That's why parent involvement is important.

Legislation, such as that newly proposed in Illinois, has proved helpful in other states where lawmakers and educators, alike, have realized that the schools need to assert the leadership for proper sex education but that they need community approval and support to be free to do so (Bolmeier, 1975, p. 179; Cook, 1971, pp. 258-9; 261; Kellogg, 1975, pp. 17-21; Kellogg, Kline, & Stepan, 1975, pp. 14-15; 32; Ready,

1973; "Sexual Legislation," 1977; Weiland, 1969). Also, a statewide decree, as that proposed in Illinois, has been found not to interfere with instruction and values relative to each community, but, again, simply to insure the opportunity for parental scrutinization of instruction and values. It is generally accepted that for a sex education program to be successful it must be appropriately introduced and adopted relative to each community and its subculture (Burke, 1970; Burleson, 1976; Saxon, 1976; Schulz & Williams, 1969, pp. 8; 12; Thompson, 1979; Yarber, 1979).

Finally, research has shown that not only do parental scrutinization and child withdrwal privileges create more of an all around acceptance and support for school sex education in a community ("Excerpt-Gallup Survey, 1980," 1980; Looft, 1971), but that it also safeguards a consenting majority against a dissenting minority (Weiland, 1969) while unveiling anonymous dissenters, known to schoolboards and communities as "they" or "them," who often times are really nonexistent ("Teenage Pregnancy," 1980). Other researchers, though, believe the biggest gains are those realized by the youth themselves, who have the added confidence of knowing that their parents, teachers and other concerned adults not only respect their right to education in human sexuality, but have joined forces to provide it (Jacobson, 1976; Schiller, 1968).

This concludes the five headings presented within this chapter; they have been presented for their relevancy to the proposed legislation dealt with in this study. The next chapter provides detail on the methodology of this study.

CHAPTER III

METHODOLOGY

This chapter provides detailed information concerning the sampling procedure utilized in this study:

1. Population Sample
2. Demographic Factors
3. Survey Questions and Approval of Survey Questions
4. Data Gathering and Treatment

Population Sample

It has been found that parents whose children are not yet past puberty raise the greatest opposition to school sex education (Clawar, 1977) albeit, as supported in Chapter 2 of this study, children in this age range benefit most from formal sex education as they are in their prime learning years for such education. In an effort to determine the effect the newly proposed Illinois sex education legislation would have on parental opposition for children in this age range, parents of public elementary grade school children were purposively sampled (Compton & Hall, 1972, pp. 192; 197) and surveyed by telephone. Parents chosen for the survey were from a rural, predominantly white community of 10,000 which had no (formal) sex education programming in its public elementary grade school system. This community was also located within the bounds of "a local call" which was financially significant for this non-funded study.

Demographic Factors

The specific parental demographics necessary for this study, as revealed through Survey Question #1, were the following:

1. Parents had to have at least one child attending or ready to attend in the upcoming year elementary grades kindergarten through sixth (K-6).

2. Parents had to have at least one child attending or ready to attend in the upcoming year the public (non-parochial) grade school.

3. Parents had to have at least one child in attendance or ready to assume attendance in the upcoming year in the school system within the chosen sample community.

Survey Questions and Approval of Survey Questions

Five survey questions were utilized for the scope of this study; questions were constructed so that positive and negative answers of "Yes" and "No" would be more probable from the respondents. Question #5, however, did allow for a respondent's answer of, "I don't know." All questions, format, and population sought were presented to the Carbondale Committee for Research Involving Human Subjects (CCRIHS); the CCRIHS found the research to be a "not-at-risk study" and approval to continue was granted (see Appendix B for the complete format of the telephone survey: introduction, questions, explanation of proposed legislation, and closing). The five survey questions, with an explanation of their significance, were:

Question #1: DO YOU HAVE ANY CHILDREN ATTENDING OR READY TO ATTEND IN THIS UPCOMING YEAR AN ELEMENTARY PUBLIC SCHOOL IN MURPHYSBORO, GRADES KINDERGARTEN THROUGH SIXTH?

This question identified the demographic factors of the parental population sought; elementary grades K-6; public (non-parochial) grade school; attendance in school system in sample community (Murphysboro). If persons contacted did not fit these demographic requirements, they were cordially thanked for their time and the survey was ended.

Question #2: DO YOU HAVE ANY OBJECTIONS TO DISCUSSING THIS SUBJECT WITH ME?

This question complied with the CCRIHS's general requisite that participants be made aware of their voluntary participation; persons contacted who did object were cordially thanked for their time and the survey was ended.

Question #3: DO YOU BELIEVE THERE SHOULD BE SEX EDUCATION BELOW THE JUNIOR HIGH LEVEL?

This question served as the key to the study; here, negative answers were sought prior to participants being informed of the proposed legislation and its provisions.

Question #4: WOULD A LAW SUCH AS THIS MAKE YOU MORE FAVORABLE TO SEX EDUCATION BELOW THE JUNIOR HIGH LEVEL?

This question served to indicate what percentage of participants answering negatively to Question #3 would, indeed, be more favorable of sex education in grades K-6 under the provisions of the proposed legislation.

Question #5: DO YOU BELIEVE YOUR HUSBAND/WIFE WOULD FEEL THE SAME ABOUT THIS PROPOSED LAW AS YOU DO?

This question served two purposes: (1) to gain an indication of the other parental-gender response as predicted by the participant, and

(2) to increase the indication of (probable) favorability for the proposed legislation by doubling the number of (total) responses. These responses could, in turn, be calculated via a projective population statistic for an estimation of general favorability toward the proposed legislation for parents having children in public elementary schooling, grades K-6, in the greater community and throughout the state (Compton & Hall, 1972, pp. 192-197; Cornell, 1960, pp. 1181-1184; Wright, 1976, pp. 212-213; 223-227; 310).

Data Gathering and Treatment

Data were gathered during the Summer of 1979; at that time 450 calls were made in which 133 contacts were suitable for the study. Calls were made in the morning, afternoon, and evening to ensure reaching both male and female participants. Non-commercial numbers were chosen from the center column of each page of the telephone directory, in descending order, until a suitable contact from that column had been reached; after progressing through the entire telephone book in this manner, numbers were then chosen, using the same procedure, from the first column of each page.

A numerical cutoff point had been preset at 50 "No" answers to Question #3; a total number of participants -- those answering either "No" or "Yes" to Question #3 -- had been preset at approximately 100 participants. (There were actually 52 "No" answers recorded for Question #3, however, albeit the cutoff point had been established at 50. Also, the survey was prolonged, increasing the total number of calls and participants, since fewer parents disfavored sex education below the junior high level without the new legislation than had been

anticipated; this is reflected in Hypothesis 1.)

Positive and negative responses -- "Yes" and "No" -- were recorded according to each question from each participant; results from each question were tabulated and percentages figured for total responses and gender related responses, as well. In addition, unsolicited parental comments concerning the proposed legislation were recorded (see Appendix C).

CHAPTER IV

RESULTS

This chapter presents the results to each of the five survey questions utilized in this study along with the affirmation-denial of Hypothesis 1 and Hypothesis 2. These results are listed in the following order:

1. Question #1
2. Question #2
3. Question #3
4. Hypothesis 1
5. Question #4
6. Hypothesis 2
7. Question #5

Question #1: DO YOU HAVE ANY CHILDREN ATTENDING OR READY TO ATTEND IN THIS UPCOMING YEAR AN ELEMENTARY PUBLIC SCHOOL IN MURPHYSBORO, GRADES KINDERGARTEN THROUGH SIXTH?

Out of the 133 suitable parental contacts -- 29.$\overline{5}$% of the total 450 calls made -- 98 of the parents surveyed were female while 35 were male. These figures are reflected in Table 1 below:

TABLE 1

PARENTAL RESPONSE TO QUESTION #1

Total Calls:	450
Total Contacts:	133 (29.$\overline{5}$%)
F:	98 (73.68%)
M:	35 (26.32%)

Question #2: DO YOU HAVE ANY OBJECTIONS TO DISCUSSING THIS SUBJECT WITH ME?

Originally, there were 135 suitable parental contacts made; however, after the nature of the study had been disclosed, 2 of the parents -- out of an initial 5 who objected to participation in the survey -- discontinued the survey while the other three retracted their objections and expressed their desire to continue. All five parents who objected were female. As reflected in Table 2 below, there was <2% total objection to participation in the survey or >98% compliance.

TABLE 2

PARENTAL RESPONSE TO QUESTION #2

Initial Objections: 5 (3.70%); all respondents female.
Total Objections: 2 (1.48%)
Total Compliance: 133 (98.52%)

Question #3: DO YOU BELIEVE THERE SHOULD BE SEX EDUCATION BELOW THE JUNIOR HIGH LEVEL?

In response to this question, 52 (39.10%) of the parents answered "No" while 81 (60.90%) of the parents surveyed answered "Yes." In both groups female responses outnumbered male responses as noted in Table 3 on the following page.

Hypothesis 1: It had been hypothesized that the majority of parents would answer negatively ("No") to the idea of having sex education taught to children below the junior high level (Question #3). The numerical cutoff point to this question had been preset at 50 "No"

answers; though that number of responses was obtained, the survey was prolonged as fewer negative answers to the question were readily obtained from parents than had been anticipated. Therefore, the assumption of Hypothesis 1 -- that the majority of parents would disfavor sex education below the junior high level -- was denied.

TABLE 3

PARENTAL RESPONSE TO QUESTION #3

Total "No": 52 (39.10%)	Total "Yes": 81 (60.90%)
F: 35 (67.30%)	F: 63 (77.$\overline{7}$%)
M: 17 (32.70%)	M: 18 (22.$\overline{2}$%)

Question #4: WOULD A LAW SUCH AS THIS MAKE YOU MORE FAVORABLE TO SEX EDUCATION BELOW THE JUNIOR HIGH LEVEL?

A total of 129 (96.70%) parents answered "Yes" to this question; the key response was from 49 (94.23%) of the parents who answered "Yes" to Question #4, after being informed of the proposed law and its provisions, though they had previously answered "No" to Question #3. From the original 52 answering "No" to Question #3, 3 (5.77%) of the parents responded once more with "No" answers to Question #4; there was a total of 4 (3.30%) "No" answers to Question #4 as one parent who had answered "Yes" to Question #3 answered "No" to Question #4 (see Appendix C for unsolicited comments concerning the proposed law from the four parents answering "No" to Question #4). Table 4, on the following page, reflects the responses to Question #4.

TABLE 4

PARENTAL RESPONSE TO QUESTION #4

Total "Yes": 129 (96.70%)	Total "No": 4 (3.30%)
F: 95 (73.64%)	F: 3 (.75%)
M: 34 (26.36%)	M: 1 (.25%)
Total "No" to "Yes": 49 (94.23%)	Total "No" to "No": 3 (5.77%)
F: 33 (67.35%)	F: 2 (66.6̄%)
M: 16 (32.65%)	M: 1 (33.3̄%)
Total "Yes" to "No": 1 (1.2%) (F)	

Hypothesis 2: It had been hypothesized that the majority of parents who answered negatively ("No") to sex education below the junior high level (Question #3), would, in turn, answer positively ("Yes") to sex education below the junior high level (Question #4) after being informed of the proposed law and its provisions. As reflected in Table 4, the majority of parents answering negatively ("No") to Question #3 did, indeed, answer positively ("Yes") to Question #4 after being informed of the proposed law and its provisions; furthermore, many parents who had answered positively ("Yes") to Question #3 commented, additionally, on how good an idea a proposed law such as this was (see Appendix C for unsolicited parental comments). Since only a total of 4 parents or <3.5% of the total sample population responded negatively ("No") to Question #4, the assumption of Hypothesis 2 — that the majority of parents disfavoring sex education below the junior high level, would, in turn, favor sex education below the junior high level under the provisions of the proposed law — was affirmed.

Question #5: DO YOU BELIEVE YOUR HUSBAND/WIFE WOULD FEEL THE SAME ABOUT THIS PROPOSED LAW AS YOU DO?

In response to this question, 128 (96.70%) of the parents answered "Yes" with <1% answering "No"; there was only one parent who remained undecided in answering this question (<1%) while 3 (2.26%) of the parents surveyed indicated that they had no spouse. These figures are noted in Table 5 below.

TABLE 5

PARENTAL RESPONSE TO QUESTION #5

Total "Yes": 128 (96.70%)	Total "No Spouse": 3 (2.26%)
F: 96 (74.42%)	F: 1 (33.$\overline{3}$%)
M: 32 (24.81%)	M: 2 (66.$\overline{6}$%)
Total "No": 1 (.75%) (F)	Total "?": 1 (.75%) (M)

Concerning the projective population statistic, since the response from the population sample to Questions #4 and #5 was so overwhelmingly favorable to the proposed sex education legislation, it was deemed (cautiously) unnecessary to calculate the projected percentages for the greater community and state, for parents with children in elementary public schooling, grades K-6, as this could lead to extrapolated projections since the percentages favoring the legislation in this study were so high (Compton & Hall, 1972, p. 197). Repetition of this study with a new population sample could help to establish projected population percentages that would be less misleading than those which could possibly result from this study.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

This study surveyed 133 parents of children, grades K-6, who attended the public elementary school(s) in a community having no (formal) sex education. The survey was concerned with the parental response to newly proposed sex education legislation in Illinois which would allow parents a stronger voice regarding their children's involvement in school sex education courses.

The overall parental response gained from the survey showed support for this type of legislation and the provisions it would ensure. The study was conducted via telephone during the Summer of 1979.

Conclusions

The results indicate that parents desire to be informed of their child's sex education program and welcome the option to regulate their child's attendance in such a course. When assured that they can be involved, parents are less likely to contest sex education programs, in general. In that respect, a key word which might aptly describe the legislation examined in this study and its effect upon parents would be "desensitization": Parents not only become less resistant to school sex education when they have some say in the matter, rather than it being forced upon them, but they also become more favorable toward their children's exposure to such schooling when they know what is going to be taught and what is not going to be taught. Finally, such parental

involvement and approval, visible to both child and teacher, could easily facilitate a more productive teaching and learning environment for child, teacher, and parent, alike (Barrett, 1979; Jacobson, 1976; Looft, 1971; Saxon, 1976; Schiller, 1968).

Implications

In light of the fact that the parental response to the proposed Illinois sex education legislation in this study was so overwhelmingly favorable, and considering that the related literature reveals parental and community favorability to similar legislation and programs instituted in other states (Bolmeier, 1975, p. 179; Cook, 1971, pp. 258-9; 261; Kellogg, 1975, pp. 17-21; Kellogg, Kline, & Stepan, 1975, pp. 14-15; 32; Ready, 1973; "Sexual Legislation," 1977; Weiland, 1969), it would seem probable that not only could the results of this study be generalized to the greater parental population of Illinois, but that legislation of this nature could (possibly) become the status quo for sex education and parental involvement in the United States. Also, it would not seem that Illinois legislators would have to revise the provisions within this legislation -- at least those provisions examined in this study -- to gain the approval of their parental constituents prior to passing this newly proposed sex education legislation into law.

Recommendations for Further Study

In reviewing the literature for this study, the following three areas appeared highly relevant to the nature and purpose of the study undertaken. Further research in these areas could be beneficial to this

study and the provisions of the newly proposed Illinois sex education legislation, and to school sex education programs, in general. The three areas are:

1. Children's Sexual Questions as a Direction for Sex Education Courses
2. Parental Sex Education Courses: Would You Attend?
3. Stigmatization for Children Not Allowed to Attend Voluntary Sex Education Courses

Children's Sexual Questions as a Direction for Sex Education Courses

Some educators advocate that family life and sex education courses that are really meaningful, relevant, and on a one-to-one level with children must be developed through the children's sexual interests and questions (Burleson, 1976; Gagnon & Simon, 1969; Saxon, 1976); others are finding that open communication with the youth — "rap sessions" — is revealing just what the youth do need and do not need to be taught concerning sexual education (Reichelt & Werley, 1976). Research by Bernard (Note 9) and Strawn (1978) reveals that children's questions are not only asked in sincerity and with a healthy hunger for knowledge, but that the sexual questions of children (asked through their uninhibited innocence and/or their misconceptualization of facts), focus very quickly on sexual matters that the adult world would possibly be repulsed by and/or presuppose children are not ready for, when, in fact, the children need and want to know "NOW!".

Such questions can also reveal the level of sexual activity of the child, thus preparing the adults for more helpful intervention and

instruction (see Appendix D for sexual questions from elementary youth gained from the research of Bernard, and Strawn). Furthermore, some educators are advocating that youths themselves -- after being correctly informed on sexual matters -- should be utilized in sex education for youth since peer group teaching is so strong and so prevalent (Carrera, 1976; Gagnon & Simon, 1969).

It would be beneficial to have further survey research conducted that would gain large numbers of parental, administrative, and legislative reactions to school sex education based solely or more proportionately on children's sexual questions along with the parental, adminstrative, and legislative reactions to the idea of students teaching students sex education. Such research could possibly indicate just how viable an approach such as this could be for school sex education in the state and elsewhere.

Parental Sex Education Courses: Would You Attend?

Many educators note that it is just as important to educate the parents about haman sexuality as it is the youth if a decline is to be gained in preventing unwanted pregnancies and if an increased awareness about sexuality is to prevail in the community: It seems that once a parent confronts his/her own sexuality and develops an understanding of his/her own sexual nature, the need for school sex education becomes easier to comprehend and accept (Brown, 1981; Looft, 1971; Tebbel, 1976; Lee & Paxman, Note 10). Further survey research conducted with large numbers of parents having children in elmentary, junior high, and high school grades would be beneficial in indicating just where parents stood and what directions would have to be taken in introducing

sex education into a community.

Stigmatization for Children Not Allowed to Attend Voluntary Sex Education Courses

Both proponents and opponents to school sex education have noted that a great deal of emotional harm can be encountered by the child who is stigmatized by peers for not being allowed to participate -- through parental disapproval -- in voluntary school sex education courses (Chu, 1973). Conceivably, teachers and other adults in the community could stigmatize the unattending child, unintentionally or intentionally, also, in venting their anger, resentment, anxiety, etc. toward the child's parents or the voluntary program, in general. Research is very necessary in this area, especially since this study and other research indicate that a program of voluntary school sex education is becoming the method to follow when and where school sex education is to be implemented.

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FOOTNOTES

[1]Unless specifically indicated, the titles of "youth," "teenager," "pre-teenager," "child(ren)," and "adolescent" are being used to convey the same general population in regard to age.

[2]"Media" and "peers," in discussing sex education, are commonly regarded as very influential sources of misinformation, e.g., T.V., movies, magazines, jokes, stories, etc., which distort, obscure, or falsify human sexuality and sexual matters; though there is much media which serves as a wholesome and sound educational tool regarding sexuality, and peers correctly educated who can dispell sexual rumor and hype, the majority in either category does not. This writing, then, when referring to "media" and "peers," will convey the common connotations which indicate sources of misinformation.

[3]The word "formal," in discussing sex education (or education, in general), refers to explicit, outright, two-way communicative, conscious instruction by the parent or teacher and similar reception by the child; in contrast, "informal" refers to assimilated ideas or knowledge "just picked up" via implicit and underlying messages, e.g., observation of male-female role models, sexual jokes and stories, myth, graffiti, and rumor.

[4]The titles of "parent(s)" and "guardian(s)" are used synonymously in this study, though the title of "parent(s)" is used more frequently.

APPENDIX A

Proposed Legislation and Status

House Bill 680: House Bill 680, which follows, was introduced to the 81st GENERAL ASSEMBLY, STATE OF ILLINOIS, 1979 and 1980 SESSION on March 1, 1979. Its present status is that it was tabled by the House Elementary and Secondary Education Committee as of April 4, 1979.

(54)

HOUSE BILL 680

HB680 1

81st GENERAL ASSEMBLY
State of Illinois

1979 and 1980

INTRODUCED March 1, 1979, BY Representatives Boucek, Pullen, Collins, Jane Barnes, Bianco, DiPrima, Friedland, Hoxsey, Huskey, Klosak, Margalus, Schlickman, Totten, Waddell and Walsh.

SYNOPSIS: (Ch. 122, pars. 27-9.1, 698.52,698.53 and 698.54)

Amends the School Code and the Sex Education Act. Defines sex education. Provides that sex education can only be taught as provided in this Act. Requires course to be labeled "Sex Education" and taught only in separate program. Gives parents right to inspect all material to be used and denies minor's right to participate without parent's consent. Makes it an elective course only and refusal to take course shall not be punishable by suspension or expulsion. State Sex Education Advisory Board to write guidelines. Applies to elementary and high schools and State-funded agencies. No child required to undergo any medical or other examination to participate. Specifies that child's statutory right to life shall be taught.

LRB8103770PBtc

A BILL FOR

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(55)

LRB8103770PBtc

AN ACT to revise the law in relation to sex education in Illinois

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 27-9.1 of "The School Code", approved March 18, 1961, as amended, is amended to read as follows:

(Ch. 122, par. 27--9.1)

Sec. 27-9.1. Sex Education. (a) Sex education may be taught in any school operating under this Code only under the conditions provided for in this Section. "Sex education" as used in this Section means the teaching of human sexual activity, birth control, abortion, venereal diseases, homosexuality and sexual values.

(b) Where sex education is taught, it shall be done so only in a separately identified course or program labeled "Sex Education" and no material or instruction of such course or program shall be incorporated as a unit or part of any other course or program in the school where such sex education course is taught.

(c) Each parent or legal guardian shall have the right to inspect, view and read all material used in connection with such course, including, but not limited to, books, pamphlets, teacher's manuals, brochures, slides, movies or models.

(d) No minor child shall be required or permitted to take or participate in any "Sex Education" course or program without the prior written consent of such minor's parent or legal guardian. Such parent or guardian must be notified of his right to examine all materials proposed to be used in such course or program as provided in paragraph (c) of this Section and their right to exclude their child from such course or program. Parents or guardians must also be informed of all outside agencies being permitted to present

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programs during the sex education course or program not less than 5 school days prior to such course or program being instituted.

(e) A set of guidelines shall be written by the State Sex Education Advisory Board created by the "Sex Education Act", approved August 17, 1965, as amended, for all Sex Education courses or programs and such guidelines must include the purpose and goals of the course or program and a yearly report containing this information: (1) the number of minor children participating in that course or program; (2) a list of the materials and books used in the course or program; and (3) the outside agencies participating in the program and any other information requested by the State Superintendent of Schools or the State Sex Education Advisory Board.

This report shall be submitted by each class instructor or teacher to the State Superintendent of Schools and the State Sex Education Advisory Board.

(f) No funds shall be allocated for teacher training programs or materials prior to a public announcement in the communities in which intended sex education programs are to be implemented and the actual need and request for a sex education program has been established on an individual basis for each elementary and high school and State-funded agency. This Section applies to all schools and agencies receiving State funds.

(g) No minor child shall, as a part of any Sex Education program, be required to undergo medical, psychological or psychiatric examination, testing or treatment, or to reveal information about his or her personal or family life without the prior informed, written consent of the minor's parents.

(h) No minor child shall, as a part of any applicable course or program, be required, without the prior, informed, written consent of the minor's parents, to participate in any project, program or course, the primary purpose or principle

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effect of which is to affect or alter the personal behavior or personal values of a student, or to explore and develop teaching techniques or courses primarily intended to affect such behavior and values.

(j) Parents and guardians shall be informed, reasonably in advance and in writing of the intended participation of their child in any research or experimental project which is a part of an applicable program. No minor shall participate in such a project if the parents of such child object to such participation.

(i) Every Sex Education course shall include instruction in conformity with the public policy of this State, as it is contained in Section 1 of the "Illinois Abortion Law of 1975", as amended, that the unborn child is a human being from the time of conception and is, therefore, a legal person for purposes of the unborn child's right to life, and is entitled to such right to life under the laws and constitution of this State without abridging any rights of a woman under the United States Constitution. Any such course shall also include instruction in fetal development and the medical complications and dangers of a legal abortion.

(k) A sex education course presented in the elementary and high school levels is not to be considered a primary course but shall be considered as an elective course or program only.

No pupil shall be required to take or participate in any class or course in comprehensive sex education if his parent or guardian submits written objection thereto, and refusal to take or participate in such course or program shall not be reason for suspension or expulsion of such pupil. ~~Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.~~

~~An opportunity shall be afforded to such parents or guardians to examine the instructional materials to be used in any class or course.~~

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Section 2. Sections 2, 3 and 4 of the "Sex Education Act", approved August 17, 1965, as amended, are amended to read as follows:

(Ch. 122, par. 698.52)

Sec. 2. There is hereby established a Division of Sex Education in the Illinois Office of Education ~~office of Superintendent of Public Instruction~~.

(Ch. 122, par. 698.53)

Sec. 3. A Sex Education Advisory Board is established and shall consist of 9 ~~members~~. The Director of Corrections, the Director of Children and Family Services, the Director of Mental Health and Developmental Disabilities, the Director of Public Health and the Director of Public Aid shall serve as ex officio members of the Advisory Board. However, any such Director may designate an individual employed by his Department to serve in his place and represent his Department on the Advisory Board. The State Board of Education ~~Superintendent of Public Instruction~~ shall appoint 4 persons to the Advisory Board who shall be members of, and shall represent, the general public. In making such appointments the State Board ~~Superintendent~~ shall give due consideration to the recommendations of various religious, professional, civic and educational groups interested in providing sex education in public schools. The terms of these public members shall terminate February 1, 1967. Thereafter, new appointments of the public members shall be made in like manner and such members shall serve 4 year terms of office and until their successors are appointed and qualified. Vacancies in the terms of public members shall be filled in like manner as original appointments for the balance of the unexpired term or terms. All members of the Advisory Board shall serve without compensation but shall be reimbursed for necessary expenses incurred in performing their duties.

The Advisory Board shall examine the motion pictures, literature and educational programs as provided for by this

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Act. and shall recommend criteria in regard to scope and emphasis of such motion pictures, literature and educational programs. The Advisory Board shall also make recommendations in regard to policies for distribution of the sex education materials, including but not limited to the policies relating to the grade-levels to which such films are to be shown, the age at which such films are first to be received, the frequency of exhibition and the general method of presentation.

The Advisory Board shall select a Chairman and establish rules and procedures for its proceedings not inconsistent with the provisions of the Act. All matters coming before the Advisory Board shall be decided by a majority vote of those present at the meeting.

(Ch. 122, par. 698.54)

Sec. 4. The Division shall have the following powers and duties:

(a) To give guidance and aid to school districts in the establishment of educational programs designed to provide to pupils in elementary and secondary schools of this State, wholesome and comprehensive education in regard to the emotional, psychological, physiological, hygienic and social responsibility aspects of family life and sexual relations, and the dangers of illicit sexual relations;

(b) To establish a library of motion pictures, literature and other education materials to be made available to any elementary or secondary school establishing such an educational program and allowed to receive such materials under the rules and regulations of the Division;

(c) To aid in the establishment of educational programs within the universities and colleges of this State for the instruction of teachers in training, and at the various district, regional or county institutes conducted under the provisions of the "School Code", designed to enable teachers to effectively conduct classes in such a program.

House Bill 1024: House Bill 1024, which follows, was introduced to the 81st GENERAL ASSEMBLY, STATE OF ILLINOIS, 1979 and 1980 SESSION on March 21, 1979. Its present status is that it was assigned to the House Elementary and Secondary Education Committee's interim study calendar a, of May 10, 1979. As of January 14, 1981, it has not been assigned a day of discussion in the present 82nd, 1981 and 1982 session.

HOUSE BILL 1024

HB1024

81st GENERAL ASSEMBLY
State of Illinois

1979 and 1980

INTRODUCED March 21, 1979, BY Representative Meyer.

SYNOPSIS: (Ch. 122, par. 27-9.1)

Amend the School Code. Requires the school to notify the parents or guardian in writing before their child is enrolled in sex or family education classes, and provides that if the parents or guardian object the pupil is not required to participate in such classes.

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LRB9103621ALma

AN ACT to amend Section 27-9.1 of "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 27-9.1 of "The School Code", approved March 18, 1961, as amended, is amended to read as follows:

(Ch. 122, par. 27-9.1)

Sec. 27-9.1. Sex or Family Education. No pupil shall be required to take or participate in any class or course in comprehensive sex or family education if his parent or guardian objects ~~submits a written objection~~ thereto, and refusal to take or participate in such course or program shall not be reason for suspension or expulsion of such pupil.

No pupil may be admitted to a sex or family education class unless at the time of enrollment in such class the pupil's parents or guardian is notified in writing: (a) of the proposed inclusion of such class in the pupil's curriculum, (b) that the parents or guardian have a right to inspect all books, pamphlets, teacher's manuals, brochures, slides, movies, models and any other material to be used in such class, and (c) that the parents or guardian have the right to request that the pupil not participate in such class. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

~~An opportunity shall be afforded to such parents or guardians to examine the instructional materials to be used in such class or course.~~

Senate Bill 1361: Senate Bill 1361, which follows, was introduced to the 81st GENERAL ASSEMBLY, STATE OF ILLINOIS, 1979 and 1980 SESSION on April 11, 1979. Its present status is that it was assigned to the Senate Elementary and Secondary Education Committee's interim study calendar as of April 18, 1979. As of January 14, 1981, it has not been assigned a day of discussion in the present 82nd, 1981 and 1982 session.

(64)

SENATE BILL 1361

81st GENERAL ASSEMBLY
State of Illinois

1979 and 1980

INTRODUCED April 11, 1979, BY Senator Nimrod

SYNOPSIS: (Ch. 122, par. 27-9.1)

Amends The School Code. Provides that courses dealing with human sexuality be taught under the label of "Sex Education" and that parents be notified in writing of the proposed inclusion of such class in the curriculum of their children.

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A BILL FOR

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AN ACT to amend Section 27-9.1 of "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 27-9.1 of "The School Code", approved March 18, 1961, as amended, is amended to read as follows:

(Ch. 122, par. 27--9.1)

Sec. 27-9.1. Sex Education.

(a) No material involving human reproduction, human sexual activity or sexual activity or sexual values, shall be taught in any Public School except under the conditions provided for in this Section.

(b) Where any of the material referred to in paragraph (a) of this Section is taught, it shall be done so only in a seperate, identified course labeled "Sex Education", and no such material shall be incorporated as a unit, or part, of any other course. Nothing in this Section shall be deemed to prohibit the teaching of human physiology in Traditional Biology courses.

(c) All parents or legal guardians shall have the right to inspect, view and read all material used in connection with any such course, including, but not limited to, books, pamphlets, teacher's manuals, brochures, slides, movies and models.

(d) No pupil shall be required or permitted to take or participate in any Sex Education class, unless such child's parent or legal guardian has first been notified in writing of the proposed inclusion of such class in his or her child's curriculum, that there is a right to inspect all materials to be used in such class or course, provided by paragraph (c) hereof, and that they have a right to request that the child not participate in such course.

(e) Refusal to take or participate in any such sex

education course shall not be reason for suspension or expulsion or any disciplinary measure of any kind as to such student so refusing; nor may the grades of any student be diminished in any manner by reason of such refusal.

No pupil shall be required to take or participate in any class or course in comprehensive sex education if his parent or guardian submits written objection thereto and refusal to take or participate in such course or program shall not be reason for suspension or expulsion of such pupil. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

An opportunity shall be afforded to such parents or guardians to examine the instructional materials to be used in such class or course.

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APPENDIX B

Format of Telephone Survey

"Hello, is this the _____ residence? Is this Mr./Mrs. _____? Good (morning; afternoon; evening). I am with the Division of Human Development at Southern Illinois University in Carbondale. I am conducting a survey of parents with children in or about to be in the public grade school. Do you have any children attending or ready to attend in this upcoming year an elementary public school in Murphysboro, grades Kindergarten through sixth (Question #1)?"

"At this time I would like to know your opinion of a proposed law concerning sex education in Illinois schools. Do you have any objections to discussing this subject with me (Question #2)? Before I describe the proposed law, I would like to know your current position on sex education in grade school. Do you believe there should be sex education below the junior high level (Question #3)?"

"At this point I would like to inform you of the proposed law and its provisions. If passed, this law would insure parents the right to examine all materials to be used in a sex education course, including the teacher's materials, prior to their children beginning the course. It would also give parents the right to withhold their children's attendance from the course if they thought it best to do so. Furthermore, it would better ensure the likelihood of parents meeting with the teachers of sex education courses prior to their children beginning the course."

"Would a law such as this make you more favorable to sex education below the junior high level (Question #4)? The last question (Question #5) is, Do you believe your husband/wife would feel the same about this proposed law as you do? Thank-you very much for your time and cooperation."

APPENDIX C

Unsolicited Parental Comments

The following comments were offered by parental participants in addition to their responses concerning the survey questions; all comments were unsolicited. There are a total of 49 comments listed below; as indicated by the number of comments listed, the majority of participants offered no additional commentary. Gender was recorded for the four persons who answered negatively ("No") to Question #4; gender was not recorded for any of the other comments. (Though the comments have been placed into complete sentences by this author, the meaning of each comment has not been altered.)

-A good idea. (27 comments conveyed this sentiment.)

-The law would definitely make me feel more in control and comfortable toward sex education. (12 comments conveyed this sentiment.)

-Too much of what would be taught is too explicit and would not get to the heart of the matter concerning proper sex practices. (2 comments conveyed this sentiment.)

-Kids should learn about sex as soon as possible since they usually know or think they know quite a bit when they first start school.

-Sex education is good, but it depends on what is being taught. What I mean is that it should not be too explicit.

-A law such as that would help those feeling the need to adhere to their religious beliefs and freedoms.

-I don't see the need for sex education at that young an age. It is okay for junior high kids, though.

-The bill is not a good idea as it will disallow some children from being exposed to proper sex education since parents will pull their child out of the non-mandatory class. Sex education is a topic that needs to be taught as young as possible and throughout life. (This comment was from a female answering positively ["Yes"] to Question #3 but answering negatively ["No"] to Question #4.)

-The law doesn't really help the problem -- the problem being that there are too many teachers who are not qualified to teach, and especially not qualified to teach a subject as delicate as sex education. (This comment was from a female answering negatively ["No"] to both Question #3 and Question #4.)

-I still don't believe that it is good to expose grade school children to explicit sexual matters; stuff like egg fertilization, etc. is okay, but definitely not male/female relationships. (This comment was from a female answering negatively ["No"] to both Question #3 and Question #4.)

-Sex education should be taught in the home, not in public schools!
(This comment was from a male answering negatively ["No"] to both Question #3 and Question #4.)

APPENDIX D

Children's Questions

The following sexual questions were gained through the research of Bernard (Note 9) and Strawn (1978) with elementary grade school children, grades 5 through 8. The questions are listed according to grade. (The grammar, punctuation, and spelling of the questions were corrected by this author for presentation in this Appendix; also, additional wording, to enhance clarity and fluidity, is indicated. None of these additions have altered the original meaning of the questions.)

5th Grade:

-What does age have to do with sex?

-If the penis is in the vagina a long time, will they have twins?

-Why does a woman have to have sex to have a baby?

-Could you get pregnant without a man?

-What's the "birds and the bees"?

-How does a man know where to stick his penis?

-Why doesn't a man have a period?

-Why is it fun to have sex?

-What would happen if a man's penis got stuck (in the woman's vagina)?

-Why do women have a vagina and men a penis?

-If the lady is (already) pregnant and the penis goes into the vagina, will she get pregnant (again) and will it affect (the) baby?

-Why do people blame the woman (when something bad happens to her as a result of) sex, (when it is the) man that does it to her?

-About how old are you when you have your (first) period?

-How many times do a man and woman have to have intercourse to make a baby?

-How far does the penis have to go into the vagina to have a baby?

-If you are pregnant and want four babies, do you have to do it four times?

-How many ways can you get pregnant and what are the ways?

-What is inside a girl's breasts?

-Why don't boys get breasts?

-What kind of operation changes a man to a woman or a woman to a man?

-What is a rubber? Is it for a girl or boy?

-If love is so nice, why do they make Playboy books and why do they make X-rated movies?

-What would happen if a human had sex with a dog or something?

6th Grade:

-Will the woman's stomach go down right after the baby is out of her stomach?

-If a girl or a boy (touches you sexually with their hands) will you (get) pregnant or if (two girls) have sex will they get pregnant?

-Why do people have sex if they don't want a baby?

-If the penis is injured and has been into the vagina, and the woman's ova is injured, what would happen to the fetus?

-If a black man marries a white woman, what color will the baby come out to be if they have one?

-What is a homosexual?

-What do they mean by the (expression), "You broke my cherry?"

-What will happen if a human and an animal have sexual intercourse?

-This is not a joke: Can a dog have sex?

7th Grade:

-Which hole does the boy put his penis into to get a girl pregnant?

-How do boys get blue balls?

-Does the boy's penis have to get hard before having sex with a girl?

-At what age does the male usually (begin) sperm (or semen discharges)?

8th Grade:

-Why does the head of the baby come out first?

-Do you think something is wrong with a person if they have sex a lot and they are not on anything and they don't get pregnant?

-Why is it that some girls only have 1 period a year?

-Why do all the (sex) films (in school) show cartoons? Why can't we see something in real life?

-If a boy hit his penis or if a girl pulls it, would it hurt him physically or mentally?

-Why do boys touch girls private things? Are they maniacs?

-Why don't men have kids instead of women?

-Why do some girls mature faster than others?

-Why do boy's bet a hard-on when they get happy about a woman?

-What is it called when you do it?

-Is sex a God given thing?

-During intercourse, can anything happen to the female to make her unable to have sex later?

-Is (there) anything wrong with having oral sex?

-Describe oral sex: (What is it like?)

-Can you have sex without using your sexual organs?

-Can (oral sex) harm you internally if you plan to have kids over thirty?